



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

August 2015

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Opportunities in 2015-2016



As we get closer to the start of the 2015-2016 school year, within this special Back-to-School edition of *TEAM News*, we would like to highlight some exciting opportunities available to North Dakota schools and districts. Some of the initiatives available are described in greater detail within the newsletter. Specifically, we'd like to highlight the following opportunities:

- ◆ District Professional Development Grants – The North Dakota Department of Public Instruction (NDDPI) has funding available to support professional development for North Dakota schools and districts. Additional information can be found on page 9.
- ◆ New Title I Awards Program – The Office of Federal Title Programs is excited to announce a new award focused on recognizing exceptional educators who work in a Title I program. Additional information will be included in the Fall Mailing to be released in early September.
- ◆ Program Improvement Funding – Schools identified for program improvement have the opportunity to apply for additional funding up to \$40,000 to implement initiatives designed to raise academic achievement. The form and guidance are posted at www.nd.gov/dpi/Administrators/FTP/Programs_Initiatives/TitleI/PI/. The deadline to apply is August 28, 2015.
- ◆ School Improvement Coaching Project – The NDDPI is working on a new project that will provide North Dakota schools with an opportunity to access the services of a school improvement expert to conduct school visitations and provide coaching comments. More information will be released this fall.
- ◆ Reallocated Title Funds – Unspent Title I, Title II, and Title III funds will soon be made available to school districts that would like to implement new programs, professional development or initiatives, but need additional funds to accomplish their plan. Additional information will be included in the Fall Mailing to be released in early September.
- ◆ Early Childhood Education Grants – School districts will have an opportunity to apply for state funding (appropriated in SB 2151) to implement preschool programming in the 2016-2017 school year. Additional information can be found on page 8.

Division of Student Support & Innovation

Manager's Report by Laurie Matzke

Federal Title Programs: School Administrator Responsibilities for Upcoming School Year

As school administrators begin to prepare for the 2015-2016 school year, there are certain reports and requirements that must be completed to remain in compliance with the federal Title programs. Outlined below are reminders of what needed to be addressed over the summer.

- ♦ Ensure all newly hired Title I teachers and other personnel paid with Title I funds meet both the Title I credential requirements and the highly qualified provisions, as applicable.
- ♦ Ensure all newly hired aides/paraprofessionals (working in a program supported with Title I funds) meet the Title I requirements for aides/paraprofessionals.
- ♦ Register your new Title I and ELL staff for training on August 27, 2015.
- ♦ Complete the required Title IIA Needs Assessment and upload into the consolidated application August 2015.
- ♦ Submit the Consolidated Application for Federal Title Funding – Due: August 28, 2015. Make sure to secure school board approval (documented in board minutes) before submitting it to the department.
- ♦ Disseminate the official 2014-2015 school and district Adequate Yearly Progress (AYP) reports and written correspondence to your parents and community **once released**, which we anticipate will be in late August 2015. The AYP letter will also need to be submitted and approved by your Student Support & Innovation contact person.
- ♦ Submit an application for additional Program Improvement funding (SFN 60839) if you have a school identified for program improvement. Applications are due August 28, 2015.
- ♦ Ensure the district displays on its website the required information on supplemental education services and school choice.
- ♦ Review the handout “Supplemental Educational Services Provision Step-by-Step Process” which can be accessed at www.nd.gov/dpi/uploads/105/steps.pdf on the new website.
- ♦ Disseminate Parents’ Right to Know information to all parents, which is due in September of each year.



Office of Special Education

Director's Report by Mary McCarvel-O'Connor, Assistant Director

Appropriate Services for Students with Disabilities

On July 6, 2015, Dr. Melody Musgrove, Director of the Office of Special Education Programs (OSEP) of the U.S. Department of Education (USDE), sent out a memorandum. In the memo, officials from the USDE say they have received reports that a growing number of children with autism spectrum disorder (ASD) may not be receiving needed speech and language services. In addition, appropriate professionals are being left out of the evaluation process or meetings to develop the individualized education program (IEP) or individualized family service plan (IFSP) under Part B and C of the Individuals with Disabilities Education Act (IDEA). Some IDEA programs may be including applied behavior analysis (ABA) therapists exclusively. These programs are not including or considering input from speech language pathologists and other professionals.

"We recognize that ABA therapy is just one methodology used to address the needs of children with ASD and remind states and local programs to ensure that decisions regarding services are made based on the unique needs of each individual child with a disability," Musgrove wrote.

The July 6, 2015 Memorandum can be found at www2.ed.gov/policy/speced/guid/idea/memosdcltrs/dclspeechlanguageautism0706153q2015.pdf.

The NDDPI encourages teams to work together to ensure an appropriate program is developed to meet the needs of the child with a disability. For any questions or additional information, please contact the NDDPI Office of Special Education.



**Reminder
from
Edu Tech**

Sendit email accounts will be discontinued on December 31, 2015 and logins will no longer function. If your school district HAS NOT YET transitioned to Office 365 and K12 accounts, please go to

www.edutech.nodak.edu/365

for Office 365 information then contact your EduTech Regional Information Technology Specialist to help initiate your transition.

If you would like assistance, please contact:

EduTech Help Desk

help@k12.nd.us

800.774.1091 (ND toll free) or 701.451.7400

Consolidated Application for Federal Title Funding

Please note the following important details regarding the completion of your consolidated application:

- ♦ Due Date – Friday, August 28, 2015
- ♦ Board Approval – The Consolidated Application for Federal Title Funding must be printed and approved at a school board meeting. The application cannot be submitted without a date indicating when it was approved by the school board.
- ♦ Contact Person – The Division of Student Support & Innovation assigns a contact person to each school district in the state. The list was recently revised and is available at www.nd.gov/dpi/uploads/126/contacts.pdf. Please ensure your district has communicated with its contact person to conduct an initial review of your application prior to submitting.
- ♦ New Consolidated Application Guidance – The newly revised guidance for the 2015-2016 Consolidated Application for Federal Title Funding has been posted at www.nd.gov/dpi/Administrators/FTP/Resources/ConApp/ on the Federal Title Programs website.
- ♦ Needs Assessment – The Title IIA regulations require each district to have a needs assessment. Once again, districts must upload a copy of their needs assessment into the 2015-2016 consolidated application. Although we encourage you to build off of last year's needs assessment, you need to ensure that your needs assessment is current and pertains to the 2015-2016 school year.

As part of the consolidated application review process, program staff must review the district's needs assessment to determine whether the Title IIA activities presented in the consolidated application are allowable and can clearly be tied back to the district's required needs assessment.

- ♦ Carryover – The final carryover amounts to be entered on the allocations section of the application can be found on your approved Title I and Title IIA Final Financial Report.

Our policy stipulates that applications not submitted by the due date will forfeit their federal Title funding. Please do not wait until the last minute to submit your application in case there are technical problems in the system. If your application has hard errors, the system will not let you submit. So please be proactive and submit your application several days before the deadline.

AYP Freeze Waiver Q & A

The NDDPI has received numerous inquiries related to the Adequate Yearly Progress (AYP) Freeze Waiver and its ramifications on the AYP report and program improvement requirements. A [Q & A on the AYP Freeze Waiver](#) has been developed to provide information to school personnel on the most frequently asked questions on this topic.

If you have any program improvement or AYP dissemination requirements questions, contact [Laurie Matzke](#) or your assigned [Student Support & Innovation contact person](#).

21st CCLC Afterschool Moving From STEM to STEAM

History

The 21st CCLC afterschool programs have been offering STEM activities over the past two grant cycles covering eight years. Some programs have been offering STEM even prior to the statewide initiative. The 21st CCLC state guidance requires that 65% of all activities offered fall into the following categories: STEM, math, and language arts.

The 21st CCLC programs in North Dakota use multiple activities to implement STEM. The activities include offering robotics clubs, hands-on scientific experiments, using third party vendors to purchase STEM kits and curriculum. Each sub-grantee provides STEM training to their staff at their annual meetings. The 21st CCLC summer conference invites many STEM vendors and presenters to help 21st CCLC staff with implementing STEM in their afterschool programs.

Future

The NDDPI STEM programming is administered within the Division of Student Support & Innovation. The STEM initiative has since been changed to STEAM to incorporate the arts. In North Dakota, STEAM education is defined as an integrated curriculum (as opposed to science, technology, engineering, arts, and mathematics taught in isolation) that is driven by creative thinking, problem solving, discovery, exploratory project/problem-based learning, and student-centered development of ideas and solutions. Since the 21st CCLC program is also located in the Student Support & Innovation Division, these two programs will work together in the future on STEAM projects. Some of these initiatives include collaborating with the ND STEM network and other partners to provide high quality professional development to assist our teachers, generating STEAM resources to be posted on the NDDPI website and additional collaborative projects.

Mott Foundation Partnership

The 21st CCLC office is working with afterschool professionals to develop an afterschool network to provide resources and create a system of support for all afterschool programs. The Charles Stewart Mott Foundation® is dedicated to helping afterschool programs incorporate STEM into their programs. The Mott Foundation assists afterschool programs in doing this by requiring all afterschool networks to designate a STEM representative and hosting a STEM summit in Washington, D.C.

Preliminary AYP Reports to be Released Soon!

The NDDPI will soon be releasing the preliminary AYP reports for the 2014-2015 school year. The preliminary 2014-2015 school and district AYP reports will be posted on the department's secure State Automated Reporting System (STARS). If you do not have authority to access this report, contact your district administrator. It is imperative school personnel review the preliminary school and district AYP reports and verify their accuracy prior to the department's release of the final AYP reports.

Federal law requires all public schools and districts to disseminate AYP information to parents. The Office of Federal Title Programs will be releasing guidance this week to provide information regarding the dissemination process.

Updates Regarding Title I Credentials and North Dakota Teaching License

To be eligible to work in a Title I classroom you must hold a Title I credential. If you hold a Title I math, reading, secondary, or coordinator credential they must be renewed prior to the expiration date. Your school's Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials or no credential.

It is a very common misconception that credentials are renewed automatically when a teaching license is renewed.

Teachers renewing their **Title I credential(s)** are to direct all questions and correspondence to the **Office of Federal Title Programs**. Teachers can email [Sandy Peterson](#) or call (701) 328-2170 with questions.

Teachers renewing their **teaching license** are to direct all questions and correspondence to the **Education Standards and Practices Board (ESPB)**. You can contact their office by [e-mail](#) or call (701) 328-9642.

Please note: In most cases, when your teaching license is due for renewal, so are your Title I credentials. The Office of Federal Title Programs does not send out renewal notices; therefore, it is your responsibility to ensure credentials have been renewed.

If you have further questions, please feel free to email [Sandy Peterson](#) or call (701) 328-2170.

New Title I and ELL Teacher Training



As a final reminder, a training opportunity for new Title I and new English Language Learner (ELL) teachers is being held Thursday, August 27, 2015, at the Baymont Inn & Suites in Mandan, ND, from 8:30 a.m. – 3:30 p.m. All new Title personnel and others interested in attending will greatly benefit from the training.

The training will be in a mini-conference format. The day will include general sessions and individual breakout sessions. The training will go over the rules, regulations, policies, forms, etc.,

pertaining to each Title program and answer any questions new Title I and ELL teachers might have.

There is no fee to attend this training and travel expenses can be reimbursed using your schools Title I or Title III funds. The registration link is available at www.surveymonkey.com/r/G6X9TYM.

If you would like more information regarding this training opportunity before you decide to attend, please email [Patty Carmichael](#) or call (701) 328-3264.

2015 Summer Migrant Programs



During the summer, at the peak of North Dakota's agricultural season, summer educational programs are set up exclusively for migrant children since regular school programs are not in operation for the most part during that time. These programs run from the first week in June to the third week in July. In North Dakota, the migrant education summer projects are located in Manvel and Grafton.

Below are articles from the Grafton and Manvel 2015 summer migrant programs highlighting the month of June.

Grafton's migrant summer program is held at Century Elementary School in Grafton, North Dakota. Grafton is in the heart of the Red River Valley and prides itself with some of the finest agricultural land in the nation. The Grafton Migrant School serves migrant children in grades K-12 and provides students with engaging learning experiences during the summer months. The Migrant Program began on June 2 and was in session until July 20. During the program, students were taught by dedicated staff who provided learning opportunities in reading, math, writing, science, social studies, art, STEM, Migrant Literacy Net, technology, physical education, P.A.S.S. (portable assisted study program) and music along with nutrition, busing, and gardening lessons.

Manvel's migrant summer program is held at Manvel Elementary School in Manvel, North Dakota. Manvel is located in an agricultural area where migrant farm workers and their families come each summer to work in the fields. The Migrant Program began on June 8 and was in session until July 24.

When children migrate with the family during the regular school year they miss valuable instruction time. Therefore, the purpose of the migrant summer school is to provide remedial academic instruction, particularly in the areas of reading and mathematics. The Manvel migrant summer school program also provides writing, science, social studies, art, Migrant Literacy Net, technology, physical education, P.A.S.S. and music, along with nutrition and busing.

The students in grades K-8 in Manvel and Grafton work on academics, concentrating on reading and math, in an effort to achieve/maintain grade level proficiency. Every child has an individualized student success plan, which identifies academic goals for the student. Student progress is monitored utilizing pre and post tests, and their achievement gains are recorded in their individual success plan. The students in grades 9-12 participate in credit recovery and completion of high school credit classes. The P.A.S.S. program allows students to enroll in high school classes and receive high school credits. During most summers, up to 25 high school credits can be issued.



North Dakota Early Childhood Education Grants

Information Now Available on SB 2151

The North Dakota Department of Commerce, as established in the 2015 Legislative session, will provide funding for public and private Early Childhood Education programs serving four-year-old children eligible for free or reduced lunches according to Richard B. Russell National School Lunch Act.

The funding will be available July 1, 2016 through June 30, 2017 through an application process. All North Dakota superintendents are required through legislation to call an early childhood meeting to establish a coalition. The guidance and frequently asked questions document outlines all of the requirements for superintendents and community applicants.

The guidance and application information is now available through the North Dakota Department of Commerce. The NDDPI has also posted the [guidance and application](#) link on its website.

The agencies working on this project understand that school district superintendents may not know who all the early learning providers are in the community. We have been working closely with Child Care Aware of North Dakota and they have developed a very helpful [link for superintendents to access the providers in their community](#).

This is a new initiative and the Departments of Commerce and Public Instruction understand there is much work that needs to be completed in order to apply for the funding. Please know that you may contact either departments at any time regarding this information. Please email [Wayde Sick](#) at the North Dakota Department of Commerce or (701) 328-5345, or [Tara Bitz](#) at the North Dakota Department of Public Instruction at (701) 328-4646 for more information.

Continuing Education Grant

As approved during the 64th Legislative Assembly, North Dakota residents are eligible for up to a \$3,000 grant.

To qualify for the grant award, the eligible recipient must:

- Be a preschool teacher assistant for whom a baccalaureate degree will be required in the future;
- Be an individual working in the childcare industry and/or Head Start program who wishes to obtain a Child Development Associate Degree, Associate of Arts Degree, or Bachelor's Degree in Early Childhood Education;
- Be enrolled in a North Dakota State college or university.

For further information, please email [Tara Bitz](#) or call (701) 328-4646.

Environment Grant

As approved during the 64th Legislative Assembly, North Dakota public school districts are eligible to receive up to a \$10,000 grant award per classroom to support, enhance, or establish a new or expanded early childhood learning environment.

To qualify for the grant award, the applicant must complete the Early Childhood Environment Grant application and have either:

- Created new space for the district's early childhood education services, or
- Recently expanded the space of the district's Early Childhood Education program.

For further information, please email [Tara Bitz](#) or call (701) 328-4646.

Native American Needs Assessment



Many North Dakota schools have a high number of Native American students, and we would like to provide these schools with the additional resources and support they need to better assist students in making academic gains. The Office of Indian/Multicultural Education, within the new Division of Student Support & Innovation, would like to determine the areas we can best provide assistance and support by conducting a needs assessment. This assessment will help us determine areas that may need to be addressed, identify statewide concerns, establish commonalities that may exist across schools and districts, and determine the priorities for this cohort of schools. We have sent out a survey to schools that serve high numbers of Native American students. The survey can be accessed at www.surveymonkey.com/r/N5RJ9J8 for anyone wanting to provide input.

Your participation in the survey will help guide the NDDPI in determining future plans for providing assistance and support. As we move forward, we are committed to continually working to improve educational opportunities for Native American students and assisting and supporting schools in achieving academic excellence.

Professional Development Grants for Districts

On Friday, August 14, 2015, the NDDPI announced the availability of funding to support professional development for North Dakota schools and districts. This is an opportunity for districts to offer high-quality professional development for North Dakota school district administrators, principals, teachers and paraprofessionals. Title I and non-Title I districts and buildings are welcome to apply, as these are Title VI funds used for standards and assessment. Depending on demand, it is anticipated grant awards will range from \$5,000 to \$25,000.

The funds available are specifically earmarked for professional development in one of the three areas:

- ◆ Professional development aligned to the North Dakota standards for English language arts (ELA)
- ◆ Professional development aligned to the North Dakota standards for mathematics
- ◆ Professional development aligned to the North Dakota standards in other content areas

Interested districts, must complete the following by September 4, 2015 to be eligible for the funds.

- ◆ Budget Application (SFN 52929)
- ◆ Detailed description of how these funds will be utilized

It is certainly acceptable to have multiple professional development opportunities that align to more than one of the allowable activities. If seeking funds for multiple professional development opportunities, please prioritize each in the event the request needs to be reduced. More information regarding this opportunity can be found [online](#).

Questions can be directed to [Ann Ellefson](#) at (701) 328-2488, or [Jane Gratz](#) at (701) 328-2292.

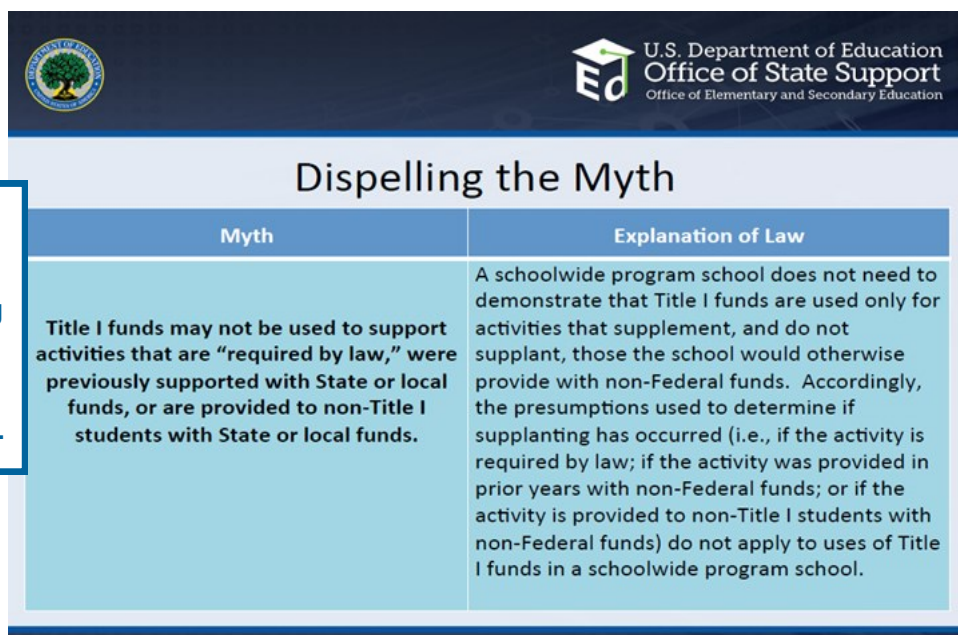
New Flexibility for Schoolwide Programs

The USDE hosted a Combined Federal Programs Directors Conference in Washington, D.C. in July 2015 that staff from the Division of Student Support & Innovation attended. During this meeting, the ESEA Office released guidance that highlights specific advantages and flexibilities in schoolwide programs. The guidance highlighted flexibility that could be maximized and provided clarification on common misunderstandings about schoolwide programs. Our intent is to provide guidance on this new information and hope this information will provide greater flexibility as districts and schools continue to work on the consolidated applications.

The following information highlights what we learned:

♦ **Dispelling a Myth of a Common Misunderstanding in a Schoolwide Program**

- Supplement, not supplant is not an issue in a schoolwide program
 - **MYTH:** If an activity is required by state law, it is not allowable to use federal funds to support the activity.
 - **CLARIFICATION:** Schoolwide programs do not have to meet supplement, not supplant and have increased flexibility.



Myth	Explanation of Law
Title I funds may not be used to support activities that are "required by law," were previously supported with State or local funds, or are provided to non-Title I students with State or local funds.	A schoolwide program school does not need to demonstrate that Title I funds are used only for activities that supplement, and do not supplant, those the school would otherwise provide with non-Federal funds. Accordingly, the presumptions used to determine if supplanting has occurred (i.e., if the activity is required by law; if the activity was provided in prior years with non-Federal funds; or if the activity is provided to non-Title I students with non-Federal funds) do not apply to uses of Title I funds in a schoolwide program school.

The slide (right) is from the USDE's PowerPoint presentation, "Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program".

♦ **Safeguarding the Interests of Historically Underserved Populations**

- Even with flexibility, the underlying intent of a schoolwide program is to safeguard the interests of historically underserved populations.
- A comprehensive plan must include strategies for meeting the educational needs of historically underserved populations.
- The plan must include strategies to address the needs of all students, particularly the needs of low-achieving students and those at-risk of not meeting the state's standards who are members of the target population of any program included in the schoolwide plan. Gifted and talented programs are not considered an allowable use of Title I funds unless the needs of the lowest-achieving students are met and those at-risk are meeting the state's standards.
- A schoolwide program must provide effective, timely additional assistance to students who experience difficulty mastering the state's academic achievement standards.

Title I Schoolwide Reminders

NEW 2015-2016 PLANNING YEAR SCHOOLWIDE SCHOOLS:

- ◆ Share information learned at the Introduction to Schoolwide Planning Training
- ◆ View *Schoolwide Information WebEx* recording with ALL staff
- ◆ Submit the following forms to Office of Federal Title Programs
 - *Statement of Intent and Documentation of Poverty*
 - *Commitment to Schoolwide Planning*
- ◆ Establish a schoolwide planning team
- ◆ Get school registered in selected online tool (ASSIST)
- ◆ Begin comprehensive needs assessment process
- ◆ Begin to document required schoolwide components

CURRENT SCHOOLWIDE SCHOOLS:

- ◆ Begin work on Consolidated Application Schoolwide Sections
- ◆ Continue the process to review/update comprehensive needs assessment
- ◆ Provide written notification of the results of the Annual Review Meeting to ALL parents
- ◆ Reunite schoolwide planning team members and establish a schedule for TEAM time
- ◆ Register or update information in selected online tool (NDMILE or ASSIST)
- ◆ Create plans for documenting the required components of Title I schoolwide. Include supporting documentation for monitoring purposes.
 - Highly qualified teachers and paraprofessionals
 - Instruction is based on scientifically-based research
 - Increase amount and quality of learning time
 - Raise achievement of ALL students; historically underserved populations
 - High-quality, ongoing professional development
 - Increase parental involvement and provide opportunities to train parents
 - Preschool transition
 - Effective timely assistance
 - Strategies to attract and retain highly-qualified teachers
 - Coordination of programs
- ◆ Schedule Annual Parent Meeting

Homeless Update

Upcoming District Homeless Liaison Certification Training

District homeless liaison certification training is being developed and will be offered during the 2015-2016 school year. All district liaisons will be required to complete the liaison training.

The district homeless liaison training will include the National Center for Homeless Education (NCHE)'s Homeless Liaison Toolkit along with additional resources to help district liaisons understand the homeless requirements and complete the numerous district liaison responsibilities. The district liaison training will be offered through an online social learning community allowing participants to complete the requirements when time allows while connecting with other homeless liaisons. Upon successful completion of the liaison training, district liaisons will have created a homeless liaison resource kit tailored toward the needs of their district and will receive a liaison certificate of completion. Additional information and registration directions will be disseminated in the next couple of weeks.

Homeless Update

Unaccompanied Youth and Higher Education: Awareness for College Students in Need

Over one million young people in the United States currently face homelessness, and many do not have an adult in the picture that understands and can explain the current guidance and assistance available when it comes time to think about higher education. The federal government defines these unaccompanied youth as individuals who are “not in the physical custody of a parent or adult.” If an unaccompanied youth is self-supporting, they almost always experience financial stress and are at risk of becoming homeless. Many of these youth have aspirations to attend college, yet lack the support and awareness of resources needed to move their dreams into reality.

Many prospective homeless students are aware of their impoverished backgrounds from an early age however, others have made decisions that impact their options and thrust them into their independent status unprepared. Thankfully, many universities are now putting systems in place to help faculty and administrators understand how to best serve these populations. College advisors can reassure unaccompanied youth that they are not alone in their endeavors and remind them it's never too late to redirect their futures. They can also provide helpful lists of on-campus and local resources to facilitate success, including information about free counseling services to help students work through their feelings of shame as well as provide assistance with the unaccompanied youth section of the FAFSA.

On July 29, 2015 the USDE issued a [Dear Colleague letter](#) clarifying determinations for unaccompanied homeless youth for financial aid. It revises policy so that all applicants under the age of 24, including those who are 22 or 23 years old, and who are unaccompanied and either homeless OR self-supporting and at risk of being homeless, qualify for a homeless youth determination and will be considered independent students. Importantly, this clarifies that youth who are between the ages of 21 and 24 and who are unaccompanied and either homeless or self-supporting and at risk of being homeless, qualify for a homeless youth determination, and will be considered independent students. This is a change from the previous guidance that defined “youth” as 21 years old or under. The USDE also included additional clarification to this determination by stating:

“We are aware that some institutes are unnecessarily restricting applicants’ access to aid by asking applicants to provide justification as to why they are homeless or unaccompanied rather than evidence that they have been determined to be homeless or at risk of being homeless. Institutions should limit any inquiry to whether the applicant has been determined to be an unaccompanied youth who is homeless, or at risk of being homeless, rather than the reasons for the applicant’s homelessness.”

Determinations are made on a case by case basis according to the student’s individual circumstances. It is important that individuals with an understanding of the McKinney-Vento law be allowed to submit verification documents without prejudice.

Funding Flexibility – Title IIA and Title III

The NDDPI would like to remind districts of the opportunity for flexibility in Title IIA funding which can **offer a stipend and pay the tuition for the ELL endorsement for teachers who are willing to accept the opportunity of assuming the additional responsibility of being an ELL teacher.**

The need for ELL teachers appears to be a long-term need and one that is sure to increase. This is also an area where districts cannot simply ignore due to the federal and state regulations. Teachers assigned to work with ELL students must have their ELL endorsement or an approved plan on file with the Education Standards and Practice Board to obtain an ELL endorsement. We understand that for many of our smaller districts it is not feasible to hire a separate ELL teacher. A recommended solution would be to designate a current staff member a certain FTE as your ELL teacher.

The NDDPI reminds districts that enrolled students who have a primary language other than English or are significantly influenced by a language other than English are **required** to screen the students for potential ELL identification with a state approved assessment tool. Once a student qualifies for ELL based on the assessment results, the school must develop the appropriate English language development program for the student(s). It is the school district's responsibility to provide an ELL program for their ELL student(s). Failure to provide adequate programming creates civil rights issues. These services are also required under North Dakota state law.

Districts that would like to use the above option would need to indicate this in the Title IIA section of the consolidated application. The following Title IIA activities would be allowable for this purpose:

- ♦ IIA-7 – Provide scholarships, signing bonuses, or other financial incentives in areas where shortages occur.
- ♦ IIA-29 – Teacher advancement initiatives to promote professional growth and multiple career paths and pay differentiation.

If you have any questions regarding Title III, email [Lodee Arnold](#) or call (701) 328-1876. If you have any questions regarding Title IIA, contact [Laurie Matzke](#) or call (701) 328-2284.



Leveraging the Senior Year

This two-pronged initiative funded by the 2015 Legislative Session has projects happening simultaneously to address the needs for secondary students to be college and career ready. It ensures that all students grow academically during their secondary career.

The first prong of Leveraging the Senior Year ensures that students who are not on track to take credit bearing courses their first year of college can get the extra instruction they need their senior year. This approach is referred to as College Lab for English and Math (CLEM), or MyFoundationsLab®. Students will have the opportunity to pursue CLEM coursework which will help address the credit bearing courses in which they are struggling. The NDDPI will be working with the ND University System to accept MyFoundationsLab® instruction as proof that remediation is unnecessary at the college level.

The second prong of Leveraging the Senior Year ensures that students who have taken all of the available courses at their high school have greater options for advanced coursework through Advanced Placement (AP) classes. In order to do this, additional professional development will be available for experienced and new AP teachers. Additionally, state funding will be used to cover the expenses of AP online coursework, AP exam fees, and scholarships for students.

Questions can be directed to [Ann Ellefson](#) at (701) 328-2488.

SES Information for 2015-2016

The list of [approved Supplemental Educational Services \(SES\) providers](#) for the 2015-2016 school year for North Dakota has been updated and posted online. There have been several changes to the approved provider list for the upcoming school year, so please do not send out lists from previous years with your notices to parents.

<u>Newly approved</u> providers for 2015-2016:	Previously approved providers <u>removed</u> from the list (no longer approved):
<ul style="list-style-type: none"> ♦ Believe to Achieve ♦ Academic Tutoring Service 	<ul style="list-style-type: none"> ♦ I CAN Learn Education Systems ♦ Innovadia LLC (formerly You Can Learn) ♦ Knowledge Island, Inc.

The chart of [SES Schools and Per-Pupil Funding Information](#) is also posted. There are still a few districts that have not submitted their option form, but as they do, the chart will be updated. In addition to posting this chart on our website, it is also being emailed to the approved SES providers.

As a reminder, there are many requirements for implementing the SES provision. The SES website contains numerous [resources and templates](#) to assist school personnel in the process. In particular, the [Step-by-Step Process](#) document outlines all requirements in an easy-to-follow format.

If you have any SES questions, please feel free to email [Lauri Nord](#), SES Coordinator, or call (701) 328-2282.

Smarter Balanced Interim Assessments

Beginning in September 2015, our North Dakota State Assessment (NDSA) English language arts and mathematics vendor, Measured Progress, will be offering the Smarter Balanced (SB) Interim Assessments to districts that elect to use them. The SB Interim Assessments are an alternative to the interim assessments from other vendors that are being used by North Dakota school districts.

The SB interim assessments will allow teachers to check student progress throughout the year, giving them actionable information to inform instruction and help students meet the challenges of college- and career-ready standards. Teachers can use the interim assessments to gauge student progress toward mastery of the skills measured by the SB Summative Assessment and to assess targeted concepts at strategic points during the school year.

Key Features:

- ◆ Grades 3-8 and high school are supported. At the high school level, the assessments are consistent with the grade 11 summative design and may be administered in grades 9, 10, 11, and/or 12.
- ◆ There are two options for the interim assessments:
 - **Interim Comprehensive Assessments** use the same blueprint as the summative assessments, assess the same range of standards, and provide scores on the same scale.
 - **Interim Assessment Blocks** focus on smaller sets of related concepts and provide more detailed information for instructional purposes. There are between five and seventeen blocks per subject per grade.
- ◆ There are no restrictions on the number of times teachers or students may access assessments.
- ◆ Most questions can be scored by the Smarter Balanced Test Delivery Engine. Constructed-response items and performance tasks will be scored by teachers locally.

For more comprehensive information about the SB Interim Assessment, please refer to the [Interim Assessment Statement of Purpose](#) on the Smarter Balanced website.

For districts interested in procuring the SB Interim Assessment, additional information will be posted on the NDDPI website under “Assessment” in the near future.

If you have questions, please email [Rob Bauer](#) or phone (701) 328-2224.



ELL Reminders: August

Registration

- ◆ A uniform initial identification procedure must be used with all students enrolling in the district.
- ◆ Identification of LEP students: Include a Home Language Survey in the registration of all students to identify the significant influence of a language other than English.
 - An example of a home language survey is available at www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/ELL/



Identification and Screening

- ◆ If the home language survey indicates an influence of another language AND the evaluation of academic history has shown delays or the student is at risk of delay due to language, proceed to the ELP screening.
- ◆ Administer a language screening assessment (W-APT or MODEL); must be administered before a student is placed in ELL classes or receives ELL services.

Eligibility and Parent Notification

- ◆ Notify the parents of their child's eligibility to receive language support.
 - within 30 days of the start of the school year for previously identified students.
 - within 14 days after student begins school.

Individual Language Plan (ILP)

- ◆ Meet with team to review/write annual ILP and update dates in STARS.
 - Sample ILPs are available on the NDDPI website at www.nd.gov/dpi/Administrators/IME/Programs_Initiatives/ELL/

Communicate Proficiency Levels

- ◆ Review the ACCESS Teacher Reports for exited students.
- ◆ Communicate ACCESS proficiency levels (with the ACCESS Teacher Report) to general education teachers by the end of the first week of school. These reports came in May.
- ◆ Send home the Exit form and parent letter of ACCESS results.
- ◆ Begin monitoring process for exited students (2 years).

Student File

- ◆ Store all documents in student cumulative file.



Welcoming America
helps communities across the country
achieve prosperity by becoming more welcoming
toward immigrants and all residents.

During the week of September 12-20, 2015,
Let's welcome our new North Dakotans!

For more information or ideas go to
www.welcomingamerica.org/

Start preparing for your school and community's Welcome Week Today!

Instruction for All

Prevent-Teach-Reinforce (PTR) is a research-based standardized model for providing school-based behavioral interventions to students exhibiting behavioral challenges. Dr. Rose Iovannone, one of the developers of this model, will be providing training in North Dakota during the week of October 12. Over the last two years, Dr. Iovannone has trained our initial cohort of statewide coaches on the PTR process. The PTR process has been adopted by the SSIP Leadership team as an evidence-based and promising practice to be used with students exhibiting challenging behaviors.

Implementing the PTR process involves using data from a Functional Behavior Analysis (FBA) to develop an individualized Behavior Intervention Plan (BIP). The BIP includes three categories of intervention strategies: the first category, Prevent, identifies modifications in the environment or instruction that will reduce or eliminate the triggers associated with the challenging behaviors; the Teach category identifies skills or pro-social behaviors that need explicit instruction; and, the Reinforce category identifies strategies for responding to appropriate and inappropriate behaviors. The 5-step PTR process requires time which makes building administrator support for the PTR process a critical element and critical to its success.

The first step involves developing a team of school-based personnel with expertise in behavior, an administrator who can allocate local resources, instructional staff, school support staff (school psychologist, counselor or social worker) and, if possible, a family member. The team then establishes a meeting schedule, roles for individual members during the meeting, and the process for developing and implementing student BIPs, identifying training or coaching needs, and determining the need for an outside meeting facilitator.

During step 2, the team: 1) identifies three broad behavior goals for the student; 2) selects and defines the target behavior(s) in a manner that all can recognize and record as well as a more pro-social behavior(s) for instruction; and, 3) selects a daily data collection method. The identification of broad behavioral goals establishes the team's consensus and vision for the student. During the next two steps, the team prioritizes the challenging behavior(s) targeted for intervention and the schedule for collecting baseline and intervention data as well as data review sessions to monitor the intervention(s)' effectiveness.

Following the development of goals, the team members individually complete an assessment protocol for each problem behavior. The team members answer questions which identify or analyze triggers that precede the challenging behavior (Prevent), the possible function of the behavior and possible behaviors that need to be taught or strengthened (Teach) and the events or responses that occur after the challenging behavior (Reinforce). The team then discusses its question responses and perceptions for each category in order to reach consensus. Having reached consensus, the team then develops a plan that: reduces or eliminates triggers for the maladaptive behavior, identifies the target behaviors (those that need to be eliminated and those that need direct instruction); and prescribes responses to appropriate and inappropriate behaviors.

After the plan has been developed, the team designates who will be responsible for implementing the plan and establishes a schedule for: training and coaching, observations for monitoring the implementation fidelity by staff, and data review sessions. The final step for teams includes using the data to evaluate the plan's effectiveness and determine whether adjustments need to be made.

To enroll in the next training with Dr. Iovannone, please email [Valerie Bakken](#) or call (701) 328-2277.

ESEA Reauthorization Status

Significant progress has been made regarding the ESEA reauthorization. The following information was disseminated in the recent *Weekly BLAST* edition:

- ◆ On July 8, 2015, the House passed the Student Success Act.
- ◆ On July 16, 2015, the Senate passed the Every Child Achieves Act.
- ◆ The two chambers will now form a conference committee to reconcile the differences between the two bills.
- ◆ Congress has officially adjourned for an August recess. Both chambers will return Tuesday, September 8, 2015.
- ◆ Before Congress adjourned for their summer break, House Chairman John Kline and Senate Chairman Lamar Alexander met to discuss proceeding with a conference committee to resolve differences in the House- and Senate-passed bills to replace No Child Left Behind.
- ◆ When Congress reconvenes in the fall, many expect a spending showdown when funding deadlines for federal agencies are expected to collide within weeks of when the Treasury's borrowing authority will expire. Many are predicting a long funding battle this fall.
- ◆ The current debate in Congress is whether to try to turn the multiple spending bill into the source of a single huge negotiation with President Obama, or to carve it up into more manageable pieces which may make them easier to pass.
- ◆ Get your five-minute overview of federal events by listening to the Federal Flash news clip at <http://all4ed.org/>.

As a reminder, all information regarding the pending reauthorization can be accessed on the Office of Federal Title Programs website at www.nd.gov/dpi.

Federal Title Programs Fall Mailing

Federal title personnel, administrators, and coordinators will soon be receiving the annual Federal Title Programs fall mailing via email. This email will contain a wealth of information on issues concerning the federal Title programs. A few highlighted items are listed below:

- ◆ Dissemination requirements for Title I and Title IIA
- ◆ Process of monitoring the federal Title programs for the 2015-2016 school year
- ◆ Information on a new Title I awards program
- ◆ Information for districts interested in applying for Title I, Title II, and Title III reallocated funds

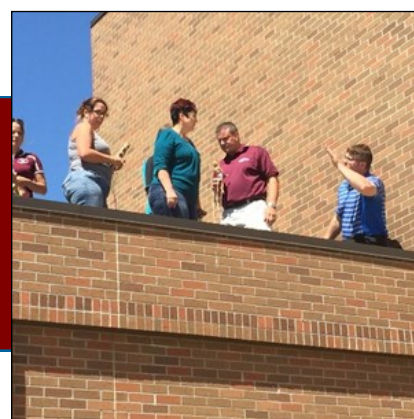
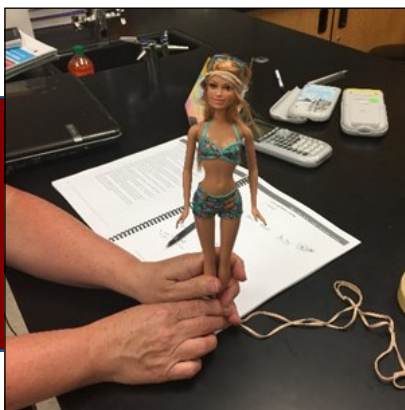
We encourage you to review this information carefully, as it is pertinent to your federal Title programming. The mailing will be disseminated electronically using our distribution list. The distribution list may not yet include all the federal title personnel for the 2015-2016 school year and, therefore, will also be posted online at www.nd.gov/dpi/Administrators/FTP/News_Updates/.

NMSI: LTF Begins in North Dakota

This summer approximately 170 educators took part in the first Laying the Foundation (LTF) professional development. Two locations were offered to educators: Davies High School in Fargo, July 14-17 and Century High School in Bismarck, July 28-31. LTF is one of the programs offered through the National Mathematics + Science Initiative (NMSI). It is a three-year professional development experience continually building and assisting North Dakota educators on content-best, pedagogy-driven, teacher-to-teacher training for grades 3-12. Educators were assisted with teaching strategies and content knowledge that increase rigor in the classroom. Eight strands were offered between the two sites:

- ♦ Elementary Mathematics/Science
- ♦ Elementary ELA/Social Studies
- ♦ Middle School ELA
- ♦ High School ELA
- ♦ Middle School Science
- ♦ Biology
- ♦ Middle School Mathematics
- ♦ High School Mathematics

Numerous hands-on strategies were provided to educators to take back into the classrooms. One of the activities was *Barbie® Bungee Jumping*. Using a number of mathematics and scientific equations, educators determined the proper length of the 'bungee cord' (rubber bands) that would provide Barbie® with a exciting, but safe, jump. Of the 13 Barbies® that made the jump, only one received injuries.



Participants also received access to NMSI resources which include lesson plans, an on-line forum for educators to connect and discuss the strategies taught during the professional development, and many other resources.

NMSI is a national initiative aimed at improving how STEM subjects are taught, fostering student interest in mathematics and science and building a college-ready culture. This is done through three programs offered by NMSI: 1) Laying the Foundation, 2) AP College Readiness, and 3) U Teach. Superintendent Baesler is committed to bringing both LTF as well as the AP College Readiness to North Dakota instructors.

Next year, the NDDPI will be holding year 2 of LTF for the first cohort of educators as well as a new LTF cohort. AP College Readiness will also be implemented in North Dakota. The College Readiness program is a comprehensive approach to increase teacher effectiveness and student achievement in AP courses. You can find more information on the NMSI [website](#).

Effective Questions + Student-Centered Instruction = Deeper Understanding for Math

Good questioning techniques have been regarded as a fundamental tool of effective teachers. However, research shows that a high percentage of teacher questions are “lower order” knowledge based questions, focusing on recalling of facts. Effective questioning will help transform a traditional, teacher-centered classroom into a student-centered, inquiry-oriented community of learners.

According to (Badham) there are four types of questioning techniques instructors may find useful in order to stimulate mathematical thinking, while gathering information about their knowledge and strategies.

1. Starter Questions = open ended questions which may include questions such as:
 - How could you sort these?
 - How many ways can you find?
 - What happens when?
2. Questions to stimulate mathematical thinking = these assist students to focus on particular strategies and help them see patterns and relationships. The questions can serve as a prompt when students get “stuck.”
Examples may be:
 - What is the same or what is different?
 - Can you group these in some way?
 - What would happen if?
3. Assessment Questions = asking students to explain what they are doing or how they arrived at the solution to the problem. This allows the teacher to see how the students are thinking and what they understand. Simple questions may be:
 - What have you discovered?
 - Why do you think that?
 - How did you find that out?
4. Final discussion questions = this will prompt whole group sharing, comparison of strategies and solutions. This is a critical phase in the mathematical thinking process. It not only allows students to reflect on their ideas, but also allows them to evaluate their own work.
Examples:
 - Are everyone’s results the same? Why or why not?
 - Have we found all the possibilities? How do we know?
 - Do you think we have found the best solution?

When students are challenged to think in new and interesting ways, it drives their curiosity to discover what they don’t know. Problem solving no longer causes anxiety, but in time, becomes something to look forward to. Educators today, as in years gone by, will continue to encourage students to stretch their thinking and foster a love of a deeper understanding for math.

AdvancED North Dakota Fall Conference 2015



AdvancED North Dakota Fall Conference 2015

Fostering imagination and ingenuity, building relationships and encouraging active and collaborative learning are only a few of the hallmarks of classroom engagement. Students must be challenged academically and included in curriculum development so that each lesson teaches them skills that integrate into their daily lives.

Educators have the opportunity to invest in each student, not only to enrich their experience, but to encourage lifelong learning. How can we inspire students to value and engage in their own education?

The AdvancED North Dakota Fall Conference 2015 discovers ways to measure, promote and increase learner engagement in the classroom by exploring the conditions and environments that support students taking an active role in education.

Register today to connect with fellow educators, thought leaders, practitioners and policymakers from all over the state as we engage learners for success both in and out of the classroom!

When:

Wednesday, September 30, 2015 - Thursday, October 1, 2015
8:00 AM - 12:00 PM

Where:

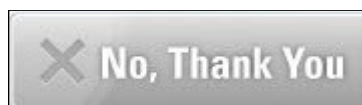
Baymont Inn & Suites (formerly Seven Seas Hotel)
2611 Old Red Trail, Mandan, North Dakota 58554, USA

Fee:

\$150.00

[View Event Summary](#)

Please respond by clicking one of the buttons below



What is Prevent-Teach-Reinforce (PTR)?

Prevent-Teach-Reinforce (PTR) is an individualized (tier 3) functional behavior assessment (FBA) and behavior intervention plan process (BIP). The PTR process is the only FBA/BIP method, to date, that has been subjected to rigorous research methods, i.e., randomized controlled trials. The outcomes of the original study showed that PTR is significantly more effective at improving the behavior, social skills, and academic engagement of students in grades K-8 compared to students who did not receive PTR but received the typical behavior interventions provided in school settings (Iovannone et al., 2009). PTR is standardized and has a published manual (Dunlap et al., 2010) with specific steps and activities designed to develop an effective behavior intervention plan.

All behavior plans developed through the PTR process are:

- ◆ multicomponent by including a minimum of one prevent, one teach, and one reinforce intervention
- ◆ directly linked to the FBA hypothesis
- ◆ developed in collaboration with the teacher/team that will be implementing the plan
- ◆ task analyzed so that the behavior plan strategies can be implemented accurately by everyone.

The PTR process differs from traditional FBA/BIP approaches by building in teacher coaching support that increases the likelihood that the intervention plan will be implemented with fidelity. PTR includes a protocol for measuring fidelity and a feasible, teacher-friendly daily data-progress monitoring tool to evaluate the impact of the behavior plan on student behavior change. The process is facilitated by a professional who has expertise in behavioral principles underlying the FBA/BIP process.

Prevent-Teach-Reinforce (PTR)



An FBA/BIP Project

What are the PTR projects that are currently happening in North Dakota?

Project 1: Facilitators

There are currently two different PTR projects that are being implemented in North Dakota. The first is a project that provides practice-based coaching support to educators who facilitate FBA/BIPs in schools. The goal of this project is to train key people throughout the state to implement the PTR process with fidelity. Activities that the educators will participate in include facilitating a school-based team through the PTR process with a student case. The facilitator receives consistent coaching support from Dr. Iovannone as the facilitator in implementing each step. In this way, the facilitator is able to increase capacity in the skills necessary for engaging in the process.

Project 2: Master Facilitators

The second project is developing a coaching process that is being used by a select group of trained facilitators to support other professionals in their districts to become PTR facilitators. The trained facilitators engage in practice-based coaching activities with peers, supporting them through implementation of PTR activities with a student-centered team. This project will provide North Dakota with a cadre of trained Master Facilitators who will be able to coach multiple professionals throughout the district.

Where in North Dakota are PTR projects currently in process?

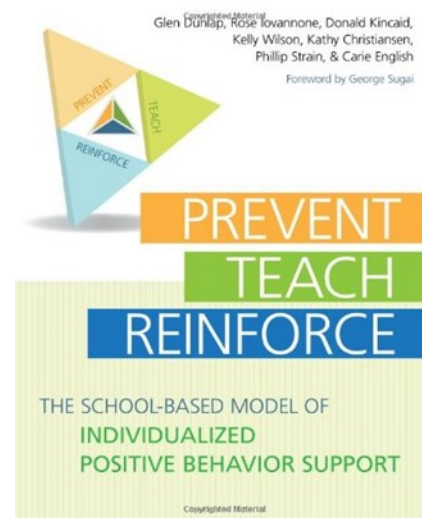
- ◆ Bismarck
- ◆ Oliver – Mercer
- ◆ South Valley
- ◆ Upper Valley
- ◆ West Fargo

Is PTR research supported?

In addition to the original 2009 randomized controlled trial, PTR has been the subject of several single-case design studies. The studies have examined the effectiveness of PTR for students with autism spectrum disorder in general education classes (Strain, Wilson & Dunlap, 2011); for in home settings with families (Sears, Blair, Iovannone, & Crosland, 2013); and for general education students in general education classrooms (Barnes, Iovannone, Blair, Crosland, & George 2015). Furthermore, there is a new randomized controlled trial being conducted to examine PTR's effectiveness with young children enrolled in pre-K settings.

How will the PTR projects help your school and district?

Both projects will increase the capacity of educators in your school and district to implement effective FBA/BIPs. It will help shift the focus of the FBA/BIPs from being a compliance, form driven process to a problem-solving process that will generate data-based decisions to improve student behavior. There may be less reliance on the use of punitive procedures to address problem behavior. Effective behavior intervention plans can also provide the teacher with more time to be instructing students rather than responding to problem behaviors. Effective implementation of the process can enhance positive relationships with the family and community. Engaging in the process can also provide both professionals and administrators with documentation that will assist in employee evaluations. Most of the facilitators are non-instructional personnel and may be required to provide products and data portfolios for their evaluation. The PTR process will provide them with a full case study and data that can document higher evaluation ratings.



How can you as an administrator support the projects?

The participants that currently participate are volunteering their time and efforts to learn and implement the process. None are receiving any financial reward. The most important activity you, as an administrator can do, is verbally support the educator by thanking them for participating. In addition, allowing them the time to do the activities within their job responsibilities would be valuable.

Questions? Please feel free to contact:

Valerie Bakken (vbakken@nd.gov)

Gerry Teevens (gteevens@nd.gov)

Kevin McDonough (kcmcdonough@nd.gov)

References:

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OCTOBER 21-23, 2015

**2ND ANNUAL
ND AUTISM
SPECTRUM
DISORDERS
CONFERENCE**

The North Dakota Department of Human Services invites you to attend the 2nd Annual Autism Spectrum Disorders Conference scheduled for October 21-23, 2015 at the Ramada Inn and Suites in Fargo, ND. This is an event intended to educate parents, therapists, teachers, medical professionals, and first responders about autism.

**Nationally
Known
Keynote
Presenters:**

—
John Elder Robison

—
Dr. Nancy Minshew

—
Dr. Cathy Pratt

—
Space is Limited.
Register Today!

—
<https://goo.gl/h3sgRX>

**EXHIBIT OPPORTUNITIES
AVAILABLE!**



Upcoming Events

Additional information regarding NDDPI-sponsored events is available at www.nd.gov/dpi/events/

August 2015	<p><u>WIDA Test Administrator Training</u> August 26, 2015 in Mandan, ND</p> <p><u>New Title I and ELL Teacher Training</u> August 27, 2015 in Mandan, ND</p>
September 2015	<p><u>Special Education Leadership Conference</u> September 14-15, 2015 in Bismarck, ND</p> <p><u>Northern Plains Law Conference on Students with Disabilities</u> September 22-23, 2015 in Rapid City, SD</p>
October 2015	<p><u>Prevent-Teach-Reinforce (PRT) Coaches Training</u> October 12, 2015 in Bismarck, ND</p> <p><u>WIDA National Conference</u> October 15-17, 2015 in Las Vegas, NV</p> <p><u>2nd Annual North Dakota Autism Spectrum Disorders Conference</u> October 21-23, 2015 in Fargo, ND</p> <p><u>ELL Data Team Training (WIDA)</u> October 27-28, 2015 in Bismarck, ND</p>
November 2015	<p><u>Dakota TESOL Conference</u> November 8-9, 2015 in Sioux Falls, SD</p> <p><u>Secondary Transition Interagency Conference</u> November 18-19, 2015 in Bismarck, ND</p>
December 2015	<p><u>ELL Data Team Training (WIDA)</u> December 1-2, 2015 in Bismarck, ND</p>





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